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fore, when Horace says, 'Avoid the Cyclades', he means 'Do not sail for Ilium'.

Dr. Leaf believes that we must interpret Horace, Carm. 1.15, especially the opening lines, in close connection with 1.14 (287-288). In these opening lines we have Idaean ships at once, "with all prominence; the purpose of the ode is to bring out to the full the disasters which did once follow a voyage of Idaean ships to Ilium; the moral is obvious". Further, says Dr. Leaf, the narrow seas, indicated by *freta*, "can, for a ship on a voyage from Sparta to Ilium, only be the very channels mentioned in the preceding line, the *aequora interfusa Cycladas*".

Dr. Leaf then concludes that the poems were composed at the time of Augustus's visit to Brundisium in the winter of 31-30, and express "the incredulous indignation with which the Romans heard that he was to sail away again without coming to Rome" (we must, he says, set a question mark, not an exclamation point, after *fluctus*, in 1.14.2). The two poems may first have been circulated privately among sympathizers of Horace's position. If the two odes should become general property, the ode on Nereus (1.15) might well pass in those days, as it has always passed since, for a purely mythological poem on the old theme of Troy. If asked questions about 1.14, Horace might say (288),

with an air of extreme innocence, "Of course, the ship is that on which Caesar has just arrived in Brundisium, and in which I hear, with the greatest alarm for his personal safety, that he means to sail back to Samos. It is an appeal to him not to run such a risk". The ode would thus be a pendant to the other in which he appeals to Virgil's ship to bring him safe home. . .

Dr. Leaf reminds us that the voyage from Samos to Brundisium was stormy and dangerous; the return voyage through the narrow seas and lee-shores of the Cyclades was full of risks.

To know that the emperor was coming at such a season had been to Horace a distressing anxiety; his one desire was the affectionate longing that such a danger should not be undertaken again.

In connection with all this Dr. Leaf urges that *occupa*, in verse 2, might mean 'cling', as well as 'enter'.

I quote Dr. Leaf's concluding paragraph:

When Augustus returned to Rome eighteen months later, in August 29 B. C., the policy of any removal of the capital was finally abandoned, and there was no longer any harm in publishing the ode. But Rome did not forget the fright it had had, and it is evident that later on it was worth while to let Horace, in the series of odes on patriotism written with the approval of Augustus, put an end once and for all to rumours, by placing a denial of them in the mouth of Juno. But the first expression of alarm, with its double meaning, remains, when properly interpreted, a pretty piece of wit, a real "*curiosa felicitas*".

I have no doubt that it will be very interesting to others, at it was to me, to find two scholars arriving, independently, at the same conclusion, as Dr. Fowler and Professor Frank did with respect to the Carmen Saeculare, and as Dr. Fowler and Dr. Leaf did with respect to the much discussed passage of Horace, Carm. 3.3. Dr. Leaf's bringing of Carm. 1.15 into relation with this matter is most ingenious.

C. K.

Pictures from Roman Life. Bulletin of the Extension Division, Indiana University, Vol. VI, No. 4. By Lillian Gay Berry.

After a brief discussion of the importance of the visual aids to education, the author lists the slides available for distribution through the Extension Division. These sets consist of 51 slides on The Home, 51 on Dress, Education, and Travel, 54 on Amusements, 43 on Industrial Arts, Crafts, and Trades, 47 on Art, and 70 on Caesar's Gallic War. Good brief lists of books on Roman Life and on Caesar, suitable for the High School Library, conclude the pamphlet.

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EVAN T. SAGE

The Teaching of High School Latin. Maryland School Bulletin, Vol. III, No. 5 (September, 1921). Issued by the State Department of Education, Baltimore, Maryland.

This is the most recent State syllabus. The point of view from which it was prepared is indicated in the Foreword, by Superintendent Albert S. Cook:

Latin has a place in the high schools but it will confirm itself in that place only if the teacher handles it in a rational, human, up-to-date way, thinking at least as much about his manner as about his matter . . . it is hoped that this pamphlet will serve not merely as a quantitative syllabus, but as a working manual of method as well. . .

Chapter I deals with the value of Latin. The various values are considered under three heads, practical, cultural, and disciplinary. There is no mention of any challenge of the doctrine of formal discipline, nor would the teacher be aware that the question of transfer of training is still open, or even that such a question exists at all.

The four-year Latin course is then outlined year by year. Considerable attention is paid to word-study in the first year. Additional material is specified for the second year, especially a study of suffixes, and the increase in English vocabulary through the study of derivatives is prescribed for the third and fourth years as well. The vocabulary is that of Professor Lodge. The reading-matter prescribed is as follows: Caesar, Gallic War, 1-4, or their equivalent, but without mention of Nepos or any easier material; Cicero, Cat. 1-4 (two of these may be read at sight), Manilian Law, and Archias; Vergil, Aeneid 1-4, (at least two books are to be read at sight). Such a course seems too rigid to get the best results for either teacher or pupil. Perhaps, too, the requirements in syntax are too heavy for the first year. There is no suggestion that the pupil who will not continue Latin beyond the first or the second year should receive any special consideration. Satisfactory attention is paid to content throughout.

Chapter III deals in a helpful fashion with Methods and Special Devices for the four years. The all-important point in the first year is declared to be mastery of forms; time-tests are recommended as a

means of securing this mastery. The Direct Method is thought very helpful, especially for young students. Sight translation is not mentioned until the second year. Many means of vitalizing the work are suggested.

A good Bibliography is given in Chapter IV.

The Syllabus is in part the work of a committee of High School Teachers headed by Miss M. Jane Alford, Towson High School, under the direction of Mr. Samuel M. North, State Supervisor of High Schools. Some teachers will find it unduly conservative in its emphasis on syntax, its postponement of sight translation, its vocabulary, and in its restriction of the range of reading-matter. Whether the amount of word-study prescribed can be satisfactorily done along with the other requirements is uncertain. However, the syllabus seems to represent the farthest advance on which all teachers will agree. The absence of a definitely prescribed vocabulary will please some and offend others, and the weakest point seems to be its rigid adherence to the traditional reading-matter. Many teachers will prefer, and many pupils will need, some easier and more diversified material at the beginning of the second year.

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EVAN T. SAGE

Latin Vocabulary for the Third and Fourth Years.

By Elmer E. Bogart. Boston: Allyn and Bacon. 40 cents.

This little book is designed to aid in the mastery of vocabulary, which is regarded as essential. The words prescribed for the third and fourth years by the New York State Syllabus in Latin are included, with the addition of 34 words for the fourth year. The arrangement according to frequency of occurrence is a valuable feature. In Part V are grouped words likely to be confused (such as *accedo*, *accido*, and *arcesso*). The book is of very convenient size for easy use, and has, I am informed, proved very helpful. Suggestions as to the use of the book are given.

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EVAN T. SAGE

Caesar's Gallic War, Books VI and VII. Partly in the Original and Partly in Translation. By R. W. Livingstone and C. E. Freeman, Oxford: Clarendon Press (1921). Pp. 159. \$1.00<sup>1</sup>.

Sallust, The Jugurthine War. Partly in the Original and Partly in Translation. By H. E. Butler. Oxford: Clarendon Press (1921). Pp. 151. \$1.60. The Catilinarian Conspiracy From Sallust and Cicero. Partly in the Original and Partly in Translation. Edited by H. E. Butler. Oxford: at the Clarendon Press (1921).

The Caesar volume follows the same plan as the earlier edition of Books 4-5, and is executed with the

same skill. The notes are brief and concise, without Grammar references, and probably give less of explanation than most American Schools will need. The historical notes are of great value; for instance, there are suggestive comparisons of the strategy and tactics of Caesar and Vercingetorix that can not fail to arouse the interest of every boy. One bit of advice (from the Introduction) seems especially pertinent:

When you come to the closing chapters of Bk. VII try (there is nothing more difficult) to think yourself back into the minds of those who were engaged in the fighting of that long-past autumn. See the hill of Alesia and the country round; . . . Do this not only with the siege of Alesia but with every incident in these books, and you will learn what historical imagination is. Another point, akin to this. Always in reading, *see the scene*; any one who reads Caesar and can draw ought to be able to make an illustrated edition of his book.

I wish every one who reads Caesar, whether as teacher or pupil, would follow this advice.

The place of the Jugurtha in our Schools is doubtful. The pupils in our Secondary Schools are hardly able to read Sallust, and our College students will need an edition with somewhat fuller notes and Introduction, and without Vocabulary. However, as the editor explains, the teacher should supply such information as can not be found in the notes. The Introduction is, as in the other volumes of this series, brief, but well-written and full of suggestions: the pages on the purpose of the essay and the author's style seem especially good. In the Vocabulary, in keeping with Sallust's archaizing tendency, the spellings *convorto*, *maxumus*, and *—undus* (in the gerund and gerundive) are used.

The volume on the Catilinarian Conspiracy is interesting. In the Introduction (5-25) there are accounts of the lives and the works of Cicero and of Sallust, and a discussion of the styles of the two authors. The Latin text and the translated passages cover pages 29-84. Of these, pages 29-70 are devoted to Sallust, 71-84 to the First Catilinarian Oration of Cicero. There is a Vocabulary (107-127). This little volume ought to prove handy and helpful to many.

There would seem to be a real place for books of this type, and it is hoped that there may be free use of these books, to give the plan a thorough trial.

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EVAN T. SAGE

British Museum Post Cards: Sets 46, 47, 48, 49. Oxford University Press. 50 cents per set.

These sets consist of 12-16 post cards each on the following subjects: (46) Greek Terracottas; (47) Greek and Roman Reliefs; (48) Greek and Roman Statues; (49) Portraits of the Roman Emperors. The originals are in all cases in the British Museum. A brief description accompanies each set. They are well executed, and their low price makes them especially useful.

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<sup>1</sup>For a review of an earlier book, dealing with Caesar, *De Bello Gallico*, Books IV and V, by Mr. John W. Spaeth, Jr., see THE CLASSICAL WEEKLY 13, 190-191.